

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Ms. Kathleen McGinn

Official School Name: Queen of the Rosary

School Mailing Address: 690 Elk Grove Blvd.
Elk Grove Village, IL 60007-4262

County: Cook State School Code Number:
Telephone: (847) 437-3322 E-mail: kmcginn@qrcougars.org
Fax: (847) 437-3290 Web URL: www.qrcougars.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister M. Paul McCaughey, O.P. Superintendent e-mail:
mmccaughey@archchicago.org

District Name: District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Kevin Colgan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11PV48

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11PV48

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 0

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	22	30	52		6	11	9	20
K	15	20	35		7	19	19	38
1	18	11	29		8	28	11	39
2	13	8	21		9	0	0	0
3	15	13	28		10	0	0	0
4	12	21	33		11	0	0	0
5	13	17	30		12	0	0	0
Total in Applying School:								325

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
0 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 24%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2009	283
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%
 Total number of students served: 8

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>22</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	98%	98%	98%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	6%	5%	0%	0%	5%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Queen of the Rosary is a Pre K through 8th grade school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

11PV48

Queen of the Rosary School, an integral part of Queen of the Rosary Parish, provides a faith-based, nurturing environment that promotes academic excellence and spiritual development; the school embraces the Church's mandate to fulfill the mission of Christ by spreading His message through discipleship. While Queen of the Rosary emphasizes academic excellence, it strives continually to integrate academics with the spiritual lives of its students. The educational community fosters an appreciation of lifelong learning, faith development, and active involvement in the parish and greater community.

Since 1959, Queen of the Rosary School has maintained a strong academic presence in Elk Grove Village, Illinois. After fifty years, the school's traditions and sense of community continue to attract new students, as well as second-generation school families. Queen of the Rosary is located on the east side of Elk Grove Village, a Chicago suburb located near O'Hare International Airport and noted for having one of the largest business parks in North America. The town of Elk Grove Village has long been dubbed, "The Exceptional Community," due in part to its family-friendly park district facilities and programs, schools, and businesses. Situated among many highly regarded public schools, Queen of the Rosary Catholic School continues to thrive, even during challenging economic times. The student body currently consists of approximately 325 students ranging in age from three to fourteen years of age.

One of the reasons Queen of the Rosary continues to thrive is because the school aggressively markets its competitive academic and extra-curricular programs. Last year, for example, the school produced its own marketing commercial, which was played daily on multiple movie screens at Elk Grove Cinema for six consecutive months. Although the commercial was not the school's only marketing tool, it clearly helped bring new families to Queen of the Rosary.

Besides its competitive academic programs, Queen of the Rosary offers many extracurricular activities, such as homework clubs, peer tutoring, ethnic fair, science fair, Math Olympiads, pod casting, school newspaper, television studio, student council, orchestra band, hand chime choir, Spanish classes, and a glee club (in progress). Sports are also available to students in grades five through eight: cross-country; girls' volleyball; boys' volleyball; girls' basketball; boys' basketball; football; and cheerleading.

Queen of the Rosary recently restructured its Early Child Program to include both full and half day options for children between the ages of three and five. The program doubled in size with the addition of three new classrooms, bringing the program's total to three preschool rooms (one multi-age) and two kindergarten rooms.

Making innovative use of technology is one of Queen of the Rosary's many strengths. Besides utilizing software applications and Internet resources, teachers have access to a Promethean Board, several interactive whiteboards, and LCD projectors for use in their daily lessons. The junior high boasts a closed circuit television studio, giving students the opportunity to create and produce weekly broadcasts. Queen of the Rosary also prides itself on many upgrades it has made in the area of communication. Parents have daily access to their children's homework assignments through teacher created web pages; parents and students (grades five through eight) have immediate access to daily grades through the school's online grade book.

Teachers at Queen of the Rosary receive annual professional growth funds. They attend weekly staff development meetings, monthly in-service meetings dedicated to utilizing technology in the classroom, and various conferences and workshops throughout the year. Some of the teachers have master's degrees or are pursuing them.

Parents at Queen of the Rosary occupy many roles. Besides serving on the school board and through the parent organization, parents coach, supervise children during lunch and recess, coordinate art classes, chaperone field trips, and coordinate some fundraising activities.

Queen of the Rosary School challenges students to become the best they can be, both academically and spiritually.

1. Assessment Results:

Queen of the Rosary School administers *Terra Nova, Third Edition* standardized achievement tests to third, fifth, and seventh grade students in March of every academic year. The school consistently scores above the national average for all subtests, which include Reading, Language, Math, Science, and Social Studies. In addition to scoring above the national average, Queen of the Rosary students consistently score above the average of all Chicago Archdiocesan Catholic schools.

In 2009-2010, the average total score (combined performance of Reading and Math) for all 215 Archdiocesan Catholic elementary schools across Lake and Cook Counties was at the 69th percentile for third grade, 70th percentile for fifth grade, and 75th percentile for seventh grade. The average total score (combined performance of Reading and Math) at Queen of the Rosary School was at the 78th percentile for third grade, 76th percentile for fifth grade, and 80th percentile for seventh grade.

In 2008-2009, the average total score (combined performance of Reading and Math) for Archdiocesan Catholic elementary schools across Lake and Cook Counties was at the 66th percentile for third grade, 68th percentile for fifth grade, and 73rd percentile for seventh grade, while Queen of the Rosary School was at the 78th percentile for third grade, 76th percentile for fifth grade, and 79th percentile for seventh grade.

It should be noted that schools in the Archdiocese of Chicago began using the *Terra Nova, Third Edition* tests in 2009. For the previous seven years, all schools in the archdiocese used the *Terra Nova, Second Edition*. In the *Terra Nova, Third Edition*, content coverage was modified to reflect changes in national educational standards, thus making the *Third Edition* more difficult than the *Terra Nova Second Edition*.

Despite changes in the content areas of the 2009 *Terra Nova, Third Edition*, Queen of the Rosary student scores remained stable. No significant or meaningful changes occurred between the 2008 (*Terra Nova, Second Edition*) and 2009 (*Terra Nova, Third Edition*).

A review of math and reading trends at Queen of the Rosary over the past five years reveals slight gains and losses in Math and Reading. In 2005-2006, the third grade class scored in the 87th percentile in Math and the 81st percentile in Reading. In 2007-2008, the same class, then in fifth grade, dropped to the 79th percentile in Math and moved up to the 82nd percentile for Reading. In 2008-2009, the seventh grade moved up to the 81st percentile in Math and the 79th percentile in Reading. The seventh grade test was the *Terra Nova, Third Edition*, which this particular group of students took for the first time in seventh grade. While the students dropped six percentage points between third and seventh grade, they still scored above the average national percentile and above the average percentile for the Chicago Archdiocesan schools.

In the most recent year's data, there is no achievement gap of ten or more percentage points between the test scores of all students and the test scores of subgroups. Queen of the Rosary continues to make progress in closing achievement gaps. For continued improvement in junior high reading, the school adopted the newest edition of the Prentice Hall literature series in 2009; the series features online support for reading selections and for practicing vocabulary and literary skills. Queen of the Rosary also implements the Scholastic Reading Counts program which encourages independent reading and improved comprehension at all grade levels; the Reading Counts quizzes help students practice and develop thirteen essential reading skills tested throughout the nation. For improvement in math, the school offers peer tutoring, before and after school math instruction, an aide who works with struggling students, and the Neufeld Learning System (computer-assisted interactive learning).

Queen of the Rosary School does not participate in the Illinois state assessment system, but follows the standards set by the Archdiocese of Chicago.

2. Using Assessment Results:

Learning is a collaborative effort between teachers, parents, and students. At Queen of the Rosary School, formal and informal testing are used to monitor, or assess, student progress. Standardized testing results (Terra Nova) are reviewed annually by the principal and teachers of the mandated testing grades, which include third, fifth, and seventh in the Archdiocese of Chicago. Positive and negative trends are noted. Teachers routinely evaluate the performance of all students, paying particular attention to individuals whose scores and performance reflect inadequate progress. Teachers then implement evidence-based intervention strategies, including but not limited to use of calculators, computers, graphic organizers, preferential seating, extra credit, visuals, time extensions, organizational tools, reduced assignments, alternate testing, and regular and frequent home/school communication. At Queen of the Rosary all students learn through intentional instruction and deliberate interventions that are based on formal and informal assessments

Since Queen of the Rosary's standardized testing takes place in the spring of each year, assessment results are used to develop curriculum and goals (school-wide and individual) for the upcoming school year. Currently, the faculty of Queen of the Rosary School meets weekly and works collaboratively to ensure that all students reach appropriate levels of achievement. Both standardized testing data and classroom work samples are utilized: results are collected, analyzed, and shared among teachers in order to evaluate existing instruction and develop new instructional practices. Collected data, for example, is used for placement of junior high students in math and science.

In analyzing a negative trend in seventh grade Terra Nova science test scores, it was discovered that Queen of the Rosary's instructional materials in grades six through eight separate the life, physical, and earth/ space sciences by grade level, while the Terra Nova test emphasizes experience in all three content areas each year. In light of this discovery, the school is actively working to restructure its science curriculum, thus ensuring experiences across life, physical, and earth and space science – some exposure each year in all three content areas.

3. Communicating Assessment Results:

The principal and teachers of Queen of the Rosary foster open and honest communication with students, parents, and the community. Communication is formal as well as informal. One critical responsibility of the principal and teachers is communicating assessment results to the students, their parents, and the greater community.

Communication is facilitated through the Student Handbook, school website, phone calls, e-mail, handwritten notes, comments on student work, student assignment books, classroom newsletters, the principal's newsletter, and personal conferences at the request of teachers and/or parents. Teachers allow time before and after school for individual tutoring and for parent consultations. Communication is also fostered through *SchoolNotes*, a web-based program allowing all teachers to post classroom information on personally created web pages. The communication of assessment results is greatly facilitated through *TeacherEase*, an online grade book, which gives parents of children in grades five through eight immediate access to their children's grades in all subject areas.

Students receive a quarterly report card indicating academic achievement, effort, and conduct. Formally scheduled parent-teacher conferences are held after the first quarter to discuss student progress and achievement.

Terra Nova/InView test results are mailed to parents of third, fifth, and seventh grade in the spring of each year. The assessment results provide anticipated scores, as well as actual achievement scores. The results include local and national percentiles. After parents receive assessment results, the principal shares school wide results and class averages with the school board and with the parish through the church bulletin.

The local high school districts administer tests to eighth graders to determine ninth grade placement. Both public and private high schools administer placement testing for future students. High schools administering the tests share results with parents and with Queen of the Rosary School. The principal shares overall results with the eighth grade teachers, who share this information with other teachers in the junior high.

4. Sharing Lessons Learned:

Queen of the Rosary School is proud of its accomplishments and makes every effort to share its success in a variety of ways.

The school maintains a website which provides information regarding curriculum, school handbook, school activities, and liturgical celebrations. Queen of the Rosary uses Schoolnotes 2.0, a web-based communication tool, that allows teachers to post homework and class information, enabling open communication between school and home. School activities and achievements are highlighted in the principal's weekly newsletter and the parish bulletin. QRTV, an in-house television studio, is managed by junior high students who create broadcasts highlighting school achievements and activities. Podcasting is another communication tool utilized by the school. New families, as well as community organizations that have a vested interest in the school, are given a welcome packet emphasizing the school's strengths, mission, and vision.

The general public is informed about school achievements through the efforts of our public relations representative, who submits articles to the local media. Reporters frequently observe and write about significant school events.

Local government officials, including village trustees and the mayor, often attend special school award assemblies, some of which are broadcast on Elk Grove Cable Channel 6. The faculty and staff network with local public and private schools. Teachers in the Archdiocese of Chicago, including Queen of the Rosary teachers, collaborate with area Catholic school teachers, sharing best practices.

Articulation meetings are held with local public and private high schools to evaluate eighth grade students to ensure a successful transition to high school.

Queen of the Rosary's faculty belongs to various professional associations, including the National Catholic Educator's Association (NCEA). The principal is a member of the Association for Supervision of Curriculum Development (ASCD), Midwest Principal Association, and Illinois Principal Association. In addition, the principal attends monthly council meetings.

1. Curriculum:

Spanish: Queen of the Rosary School is in compliance with CAPE's foreign language requirement. 100% of students in grades six, seven, and eight study Spanish twice a week for a total of ninety minutes per week. Students acquire basic language skills and study Hispanic culture, with special emphasis on *Los Dias de Los Muertos*; Our Lady of Guadalupe; and *Cinco de Mayo*. Eighth grade creates *ofrendas* for *Los Dias de Los Muertos*; students lead a Spanish mass and re-enact the story of Juan Diego and Our Lady of Guadalupe.

Religion: All students have daily religion and participate in prayer (upon arrival, before lunch, before dismissal), weekly liturgies, masses, prayer services, service projects, reconciliation, Adoration, sacramental preparation, and praying of the Rosary. Curriculum includes study of Catholic faith, sacramental life, Biblical scripture, and lives of saints.

Language Arts: Students in early childhood education actively learn letter sounds through the Jolly Phonics program. Primary and intermediate students experience a balance of instruction in phonics, grammar, vocabulary, writing, and literary comprehension. Junior high students read leveled selections from the Prentice Hall Literature series and receive remediation after assessment.

Math: Queen of the Rosary's math curriculum is structured to help students recognize the usefulness of math in the real world. Manipulatives, contests, and concrete exercises are used for mathematical investigation in primary and intermediate grades. Upper grades complete instruction in Algebra and Pre-algebra, resulting in placement in Algebra and Advanced Algebra and Geometry in high school.

Science: Student learning is inquiry-based in earth, life, and physical sciences; the curriculum emphasizes the connections between what is learned in the classroom and what is happening in the world.

Social Studies: Students learn about basic geographical themes, countries of the world and ancient civilizations. They study American history, which includes the first Americans, European exploration, the American Revolution and the U.S. Constitution. The U.S. Civil War, Reconstruction, WWII, and the Illinois Constitution are examined in eighth grade.

Fine Arts: Various media forms are experienced by students from Preschool to eighth grade. Art appreciation is offered in grades kindergarten through eighth grade. The program exposes art prints that consist of painting, sculptures, photographs and collages from all eras. Elementary students have to opportunity to learn how to play the recorder, read musical notation, recognize pitches and to take part in an annual school musical. Junior high students are exposed to musical periods, composer, and interpretation of music. Band and bell choir is available to students in grades fourth through eighth.

Computer and Technology: Students develop keyboarding skills, the use of word processing, spreadsheets, databases, multimedia applications, digital video editing, and graphing. Students are engaged in learning through the use of broadband Internet resources, the use of interactive white boards, LCD projectors and mobile workstations consisting of 20 laptops with wireless Internet access.

Physical Education/Health: Physical education and health is an integral piece in the educational process beginning in preschool through eighth grade. In accordance with state goals, we seek to develop a student's understanding of being a physically educated person. In grades five through eight, football, and volleyball, cross country, basketball and softball are offered.

2. Reading/English:

The goal of the reading curriculum at Queen of the Rosary School is to foster a lifelong love of reading. This is achieved through balanced reading instruction to endow learners with a firm foundation of skills and broad reading experiences.

The early childhood reading curriculum begins with the basics of reading and writing using the Jolly Phonics program. This program teaches the letter sounds in an active multisensory way, enabling the students to independently read and write with accuracy at an earlier age.

Primary and intermediate grade level students utilize the Macmillan McGraw-Hill reading series. Students are guided to success through balanced instruction in phonics, comprehension, vocabulary, and language art skills. The series motivates students to read through award-winning children's literature. Leveled books on related topics reinforce concepts, strategies, vocabulary, and comprehension skills, while accommodating different ability levels. The reading curriculum also includes multiple exposures to critical skills and strategies. It provides instructional techniques to meet the diverse needs and learning styles of each student. The reading program is enhanced with the use of CDs. Silent sustained reading is a key component in the reading curriculum to help students develop comprehension and fluency.

Prentice-Hall Literature: Language and Literacy 2010 was selected for the sixth, seventh, and eighth grades because it blends classic and contemporary literature. It also includes new literacies, such as Web sites and newspapers. The program is designed to reach all students through leveled selections and personalized instruction, assessment, and remediation. Students create their own compositions based on skills introduced in each unit. Novels supplement the textbook. Independent reading is encouraged through the Scholastic Reading Counts program.

Several school reading incentive programs are used to promote reading for enjoyment. Students are encouraged to participate in the Read to Succeed program and the Pizza Hut Book It! Program. Students in Grades 4-8 also participate in the Battle of the Books competition at the Elk Grove Village Public Library. A yearly book fair heightens student interest in literature and helps supplement school and classroom libraries.

3. Mathematics:

Queen of the Rosary's math curriculum is structured to help students recognize and appreciate the vital role mathematics play in the real world by demonstrating the usefulness and validity of mathematics to every student. It is also structured to help students explore and create algebraic and geometric patterns used as problem solving tools in real life situations. Furthermore, the math curriculum is structured to encourage students to reason and communicate with each other about skills and ideas that lead to conceptual and computational development. The curriculum includes numerical awareness, problem-solving strategies, estimation, and analysis of data, using graphs, statistics, and probability. Number theory is developed using place value, decimals, fractions, and real numbers. Measurement and geometry target spatial awareness. Finally, the math curriculum is structured to give students a solid foundation for exploring and understanding mathematics from elementary school to high school.

Manipulatives, contests, and concrete exercises are used for mathematical investigation in the primary and intermediate grades. Upper grades complete instruction in algebra or pre-algebra resulting in placement in algebra, Advanced Algebra, or geometry in high school.

The Houghton Mifflin series, chosen for its mastery in critical concepts, is used in kindergarten through fifth grade. The test structure uses "spiral" concepts and reviews them, providing opportunities for reinforcement and maintenance. The junior high uses *Passport to Mathematics* (McDougal Littell) and *Pre-algebra/Algebra* (Prentice Hall). In the junior high, higher level thought processes are needed for problem solving based on mastery of lower-level operations. Teachers use fact drills and scaffolding

instruction to help children make connections with independent problem solving methods. The development of a clear understanding of math concepts is emphasized through the recognition of patterns, divergent thinking, and consistent practice, applying skills in problem solving and number theory instruction.

Math teachers in all grade levels are committed to accountability and create weekly lesson plans that align classroom objectives with the standards set by the Archdiocese of Chicago (in conjunction with the standards set by the National Council of Teachers of Mathematics). Some students complete a full year of Algebra by eighth grade and are placed into honor level math classes in high school. Accommodations are made for students requiring additional math support. Euclidean and Catholic Math League competitions are used in grades three through eight. Math Olympiad is offered to the students as an after school program, designed to produce higher levels of achievement in mathematics.

4. Additional Curriculum Area:

Part of the mission of Queen of the Rosary School is to promote academic excellence through a variety of technology tools. Students utilize state-of-the-art technologies including a closed-circuit television studio, podcasting, and digital video editing. All classrooms have access to no-cost broadband Internet resources. Engaged learning is enhanced through the use of interactive whiteboards that are currently available in several classrooms. LCD projectors are accessible to teachers throughout the school. In addition, mobile workstations consisting of twenty laptops with wireless Internet access provide teachers with valuable tools to engage students in technology related activities. Teachers enhance the integration of technology by exposing students to effective software applications and Internet resources. Students are encouraged to consult *SchoolNotes* to identify daily homework assignments. Reading skills are developed throughout the school by the use of *Reading Counts*, a program in which students read books and then are required to take comprehension tests. Students and teachers also utilize *United Steaming* to access instructional multimedia for use in presentations and project development. *AtomicLearning* is available for specialized training in hundreds of software applications. A computer lab serves as a centralized facility for student and teacher learning. Students develop skills in keyboarding, word processing, Internet research, digital video editing, multimedia applications, spreadsheets and graphing. Additionally, students are encouraged to develop 21st Century Technology Skills through collaboration, project development, and management. Students participate in consumer education, environmental, and career development projects. We promote Digital Citizenship by providing Internet safety training for students in grades K-8, utilizing resources provided by *I-Safe.Org*. The units cover cyber bullying, personal safety, cyber citizenship, and other important topics. Queen of the Rosary School believes that technology success involves cooperation from all stakeholders. A technology committee comprised of parents, administration, and teachers meets monthly to discuss training, hardware, software, and communication issues. A quarterly newsletter highlighting technology achievements is provided to all stakeholders. Parent communication is also enhanced through the use of *TeacherEase* Internet Gradebook, a school website, *Schoolnotes*, and technology surveys. Part of the school mission is to provide a safe and secure environment. Technology provides such safety through the use of Internet filtering, anti-virus, and malware safeguards. Emergency assistance is readily available to all students and teachers through a VOIP phone system with units located in each classroom and common areas. Technology is unquestionably an essential component of Queen of the Rosary's curriculum and is used to effectively support our school mission.

5. Instructional Methods:

The teachers of Queen of the Rosary recognize the importance of every student as an individual with unique learning needs. Teachers provide necessary instruction to accommodate these needs, ensuring that each student has the opportunity to experience success. Queen of the Rosary teachers accomplish this through a variety of methods.

Teachers and teacher aides are available before school, during school, and after school to support the students. Cooperative learning is demonstrated not only during the school day, but after school through

programs such as *Study Buddies* in the lower grades and *Peer Tutoring* in the junior high. Additionally, students work with partners, as teams, and as individuals on projects, reports, homework, and problem solving.

Instruction is delivered in a variety of methods that incorporate Gardner's multiple intelligences and Bloom's Taxonomy. Students are encouraged to utilize various media for projects across multiple content areas. Technology is available to students and teachers through laptops, classroom computers, a computer lab, interactive white boards, interactive response systems for review sessions, podcasts, and an in-house television studio. Critical thinking skills are developed as students create podcasts and television shows.

Collaboration with students, parents and other teachers is an integral part of success in differentiated instruction. The principal holds weekly teacher meetings, as well as specific grade level meetings to address learning deficiencies and necessary interventions.

Students are assessed both formally and informally. Tests and work are modified as required, notes are provided, tests are read to individuals, and students are provided ample time to complete tests and assignments.

Queen of the Rosary offers multiple opportunities to intensify interest in specific content areas, including Math Olympiads, Illinois Junior Academy of Science Fair, Battle of the Books, school newspaper, and in-house television studio.

6. Professional Development:

Queen of the Rosary's administration and staff recognize the relationship between ongoing professional development and the ability to provide a quality, Catholic education. Over the years, the school has gone through many changes, but the goals of the school's professional development program have remained the same: improve instructional behaviors, provide teachers with new skills, and to support and reinforce teachers' efforts.

In 2002, in response to the Illinois State Board of Education changing requirements for renewal of teachers' certification, the school actively sought and was recognized by the state as a Professional Development Provider. Queen of the Rosary continues to maintain this recognition today enabling the school to provide teachers with workshops and in-services that are aligned with the Illinois Professional Teaching Standards: Human Development and Learning, Diversity, Learning Environment, Communication, Collaborative Relationships, Planning for Instruction, Instructional Delivery, Assessment, Reflection and Professional Growth, and Professional Conduct. Through this recognition, the school is able to award continuing professional development units that support teachers in the mandatory recertification process.

Staff development days are built into the yearly calendar allowing teachers to take advantage of professional development opportunities provided by the Archdiocese of Chicago, area Catholic schools, the local public school district, North Suburban Special Education Organization, and the school.

In addition, staff development at the local level- weekly staff meeting and the monthly early release day- is specifically designed to meet the needs of Queen of the Rosary School in the areas of curriculum, instruction, and technology, while encouraging a sharing of ideas, leadership, and collaboration. For over ten years, the school's technology teacher, Paul Labant, has been instrumental in keeping the school's technology on the cutting-edge, while providing a diverse teaching staff with professional development that includes hands-on learning experiences, demonstrations, and maintenance of acquired skills. Using a teacher-as-coach model, teachers have led workshops and in-services sharing innovative ideas that have improved instruction in the school.

The ongoing development and improvement in teachers' skills is essential to providing a quality education. In an effort to support, promote, and develop individual growth, each teacher is allotted \$1,200.00. These funds may be used to cover the cost of graduate courses, seminars, workshops, conferences, online course, webinars, professional journals, professional organization dues, and subscriptions to support student learning.

There is a direct link between the desire of the school's staff to continually improve performance and the success of Queen of the Rosary School.

7. School Leadership:

Leadership at Queen of the Rosary School does not end at the top but begins there. The principal is not only a strong leader but one who develops leadership in teachers and students. She encourages everyone at Queen of the Rosary to use their gifts to strengthen each other and the school community.

The principal and faculty meet weekly and monthly for technology in-services. The principal models leadership whether she is with teachers, students, or parents. In addition, she provides opportunities for QR teachers to learn from professionals, thereby encouraging teachers to improve their teaching style and methods.

The faculty includes three teams: early childhood, elementary, and junior high. These teams enable teachers to support one another in ways that apply directly to their personal classroom needs. Teams also make large faculty meetings more productive since school events can be discussed in smaller groups and later with the whole faculty. This approach is efficient and allows for greater teacher input.

All students are given opportunities to practice skills necessary to become strong leaders in school. Besides the typical responsibilities that come with being student council members, students are encouraged to lead through school programs like the "Buddy System," in which older students are paired with younger students and -- over the course of several years together -- work on projects, attend mass, and celebrate special occasions together. "QRTV" is a school news program that is the sole responsibility of the school's eighth grade class. The school often gathers for student-led prayer services. Once a month, the entire school meets in the gym as the principal announces the "Cougars of the Month," and students from every grade level are recognized for their exceptional achievements. Every student in the school is recognized at this event over the course of the school year.

The QR approach to leadership is one that strives to build a community of leaders that draws upon the strengths of all individuals to benefit the whole.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV48

1. Private school association: Catholic
2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>
K	1st	2nd	3rd	4th	5th
<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>	<u>\$4014</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5014
5. What is the average financial aid per student? \$340
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	84	76	87	87
Number of students tested	30	24	23	37	37
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Began using Terra Nova 3rd Edition in 2008-09. Prior to that date Terra Nova the Second Edition was used.					

11PV48

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	71	69	82	81
Number of students tested	30	24	23	37	37
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2008-09 we began using Terra Nova 3rd Edition. Prior to that date Terra Nova The Second Edition was use.					

11PV48

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	76	79	79	78
Number of students tested	18	36	39	19	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Began using Terra Nova 3rd Edition in 2008-09. Prior to that date Terra Nova the Second Edition was used.					

11PV48

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	82	81	76
Number of students tested	18	36	39	19	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: 2008-09 began using Terra Nova 3rd Edition. Prior to that we used Terra Nova The 2nd Edition					

11PV48

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Terra Nova
Edition/Publication Year: 3 Publisher: McGraw Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	70	73	77	79
Number of students tested	34	18	31	39	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Began using Terra Nova 3rd Edition in 2008-08. Prior to that date Terra Nova the Second Edition was used.					

11PV48

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3 Publisher: McGraw Hill Scores reported as: NCEs

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	78	69	77	74
Number of students tested	34	18	31	39	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Year 2008-09 we began using Terra Nova 3rd Edition. All prior years Terra Nova The Second Edition was used.					

11PV48